ELT in Asia in the Digital Era: Global Citizenship and Identity

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CITIZENSHIP AND IDENTITY

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Preface

This book presents the proceedings of the 15th Asia TEFL and 64th TEFLIN International Conference held in Yogyakarta from 13–15 July 2017 co-hosted by Yogyakarta State University, TEFLIN (the Association for the Teaching of English as a Foreign Language in Indonesia), and Asia TEFL. This conference was designed to provide a forum for EFL teaching and learning researchers, policy makers and practitioners to assemble in the spirit of "learning and growing together" to: (a) engage in an informed, critical and insightful dialogue about enhancing learning for all students in all settings in all countries, a dialogue about what works, how it works, what it takes to make things work, and how to develop thereon a new understanding of the nature of EFL teaching and learning; (b) strengthen national and international EFL education networks to promote powerful research in TEFL effectiveness, improvement, and innovation and to engage EFL learning and teaching researchers, policy makers, and practitioners in ongoing conversations about the interpretation and the application of research in practice; and (c) critically examine the strengths and weaknesses of different theoretical paradigms of language learning and to explore how different conceptions frame and influence the whole business of TEFL, especially in a global, knowledge-based, technologically wired context.

The above purpose was achieved by raising the theme *ELT in Asia in the Digital Era: Global Citizenship and Identity* from which four subthemes were derived: (1) English language teaching and learning developments – What do they mean in different contexts with different paradigms?, (2) Exploring the relationship between the knowledge-based era and TEFL development, (3) Exploring and understanding today's demands for foreign languages: Going beyond English language competencies, and (4) Transforming TEFL in the fully digital world.

This conference presented eleven plenary speakers, 14 workshops, and around 800 concurrent papers, which were enjoyed by around more than 1000 participants from 32 countries. Three of the plenary speakers responded positively to the Committee's request to submit their papers to be published in this book. Among the papers submitted for the proceedings, 68 were regarded as meeting the criteria and these papers have been grouped in four parts according to these four subthemes in this book.

Part I presents 19 papers talking, among others, about teacher development, learners, learning strategies, curriculum, teaching methods, and material development. A paper entitled *Teacher development in content-based instruction* by Diane J. Tedick opens this part. Part II presents 14 papers talking, among others, about needs analysis, gender disparity, teaching creative writing, and language awareness. Part III presents 22 papers, beginning with a paper entitled *Developing fluency* by I.S.P. Nation. Other papers are talking, among others, about global citizenship, world Englishes, English varieties, teacher accountability, ICT-based testing, and code switching. Part IV presents 13 papers, beginning with a paper by Anthony Liddicoat entitled *Intercultural language teaching and learning in the digital era*. So, altogether this book presents 68 papers.

This book will hopefully facilitate the sharing of knowledge between the writers and the readers for purposes of developing the teaching of English as a foreign language in this digital era.

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ELT Shift: Necessary matters to be taught dealing with pronunciation among NNS related to English as a Lingua Franca (ELF)

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ABSTRACT: Considering historical 'superiority' and English as 'capital', non-native speakers (NNS) tend to outnumber native-speakers (NS), making English as a lingua franca (ELF). Non native-like is less of a sign of incompetence but more of a potential characteristics in its own. English NS videos pronunciation model was an alternative on NNS pronunciation not to deviate too far impeding intelligibility. This study was aimed at investigating pronunciation development and its deviation, the changing and adaptation to promote 'global intelligibility' among all English speakers. The participants were 32 NNS of English from different mother tongue. They accomplished pronunciation test before and after treatment to measure their sounds, stress, and intonation. The scores were analyzed using t-test for correlated samples and it was found that there was significant difference between pre-test and post-test of pronunciation. NNS performed better and deviated less and therefore this model was worthwhile to be included in ELT's consideration.

Keywords: ELF, ELT, pronunciation, misunderstanding

1 INTRODUCTION

1.1 *Background*

Society, nowadays with the aids of technology invention tends to shift to be more global, this condition brings apparent impact in the life of people worldwide. Burridge and Mulder (1998) mention such orientation as 'global village', meaning that the world is getting 'globalised' and physical distance is no longer becomes the real hurdle to join this global society. The consequence of this globalisation, is clearly explained by Kubota's (2002) that increased 'human contact' has made 'local diversity' becomes amplified. This goes beyond 'cultural boundaries' and mutual 'commodities and information'.

To communicate in this worldwide community, 'global communication' is needed as a means to stay connected. In the term of Block and Cameron (2002), is a shared 'channel' – a 'linguistic code'. These applicable code(s) can facilitate many participants in "global village" to have dynamic role in this society. Relating to such shared 'channel', Burridge and Mulder (1998) postulate that there is a need for a "common language", i.e. a "lingua franca". There is a growing increased worldwide agreement, that English becomes the lingua franca.

English is 'de facto' an international language (EIL) (House, 1999). Moreover, Kachru (1992) classifies the speakers of English into three categories: the 'inner circle', the 'outer circle', and the 'expanding circle'. The details of each are apparently explained by Burridge and Mulder (1998) that: English native-speakers (NSs) comprise the 'inner circle'; countries where English is used as a second language (or ESL) comprise the 'outer circle'; and the last are countries where English functions as a foreign language (or EFL) comprise the 'expanding circle'. They believe that long legacy of colonialism has made English in some places become whether ESL or EFL. In their view, the number of speakers of English in the 'expanding circle' keep on increasing, meaning that there is growing number in English non-native speakers (NNSs).

This argument of Burridge and Mulder (1998) is in line with the claim of Seidlhofer (2001) who states that English is globally communicated "largely" among non-native speakers (English as a lingua franca). According to her that the description of English does not much involve non-native speakers (NNSs) to some extend (despite the fact that there is a growing number of them becoming the majority of English speakers); however, the focus is growing effort to get more accurate description of NSs English. The predisposition remains on describing English as a native language (ENL). She claims that ELF is al-

so worthwhile to have its own description, especially to be used as a reference in approaching English spoken by ELF speakers – NNSs. Seidlhofer advocates the importance of having ENL corpus with ELF corpus as its companion. She claims that research and consideration in the study of English should invite more active role from NNSs. Most of the studies so far seem to neglect the 'rights' of NNSs as English users. Another fact about NNS is mentioned by Jenkins (2006a) in Jenkins, Cogo, and Dewey (2011) who claims that with the large number of NNS, their pronunciation is different (becomes potential characteristic) and the take-for-granted consideration that non native-like is a sign of incompetence.

In short, there is a shift in terms of the ownership of English from NS realm to NNS worldwide use. Many experts have pointed out the growing predisposition from native-like perfectness to 'global intelligibility', targeting on flourishing communicative competence in a dynamic worldwide contact. It is the part of English Language Teaching (ELT) to take more active role in promoting 'global intelligibility', bearing in mind that local condition affects a great deal of interferences which can somewhat impede understanding between participants of the talk (in English) from different parts of the world.

This paper discusses NNS of English development in their pronunciation and what ELT needs to change and adapt, especially in pronunciation and pragmatics (NNS' accommodation amongst them). The focus is those that are 'teachable' and 'learnable' in terms of training both to the teachers and learners. In addition, many experts begin to agree with the adaption of ELF approaches in ELT worldwide.

1.2 *Research Questions*

1. Do NNS of English develop their pronunciation subsequent to utilizing NS of English pronunciation model?
2. To what extent do NNS of English gain intelligible pronunciation of English as Lingua Franca?

1.3 *Hypothesis*

1. NNS of English develop their pronunciation subsequent to utilizing NS of English pronunciation model.
2. NNS of English gain intelligible pronunciation of English as Lingua Franca from decreasing deviation, avoiding more misunderstanding, and leading to learnable and teachable approach.

2 LITERATURE REVIEW

2.1 *ELF pronunciation*

Jenkins (1998) proposes that increasing usage of English as a means of communication worldwide has impact on pronunciation orientation. The 'needs and goals' of English learners tend to shift from being able to speak with a 'native-like accent' and to converse with native speakers (NSs), to using English as ELF. ELF is used for intelligible message-exchange among NNSs.

Jenkins (1998) claims that 'clear-cut alternatives' to current pronunciation teaching method (PTM), which tend to emphasise native-like ability, are lacking. In order to respond to the tendency of the function of English as EIL, Jenkins recommends that adaptation is needed to achieve more practical PTM. This is not easy, she argues that one of the reasons is that PTM gets less attention compared to 'communicative approaches' in English Language Teaching (ELT) curricula. The other 'obstacles' are in terms of the difficulty in trying to satisfactorily 'harmonise' pronunciation of the speakers who consider English as their L2 to promote 'international intelligibility'.

In line with Jenkins (1998), Shibata, Taniguchi and Date (2015) also claim great impact of pronunciation to intelligibility in communication. They focus on 'tonicity' ('nuclear tone placement') which they believe to play significant role in delivering utterance meaning. They emphasise on the importance of mastery of 'tonicity' knowledge and practical ability to promote global understanding.

To facilitate their justification of pronunciation teaching, Jenkins (1998) proposes an EIL pronunciation syllabus which she believes can match the demand and need of EIL usage globally – promote intelligibility. She tries to adapt the approach used in majority published pronunciation textbooks, which she believes to be difficult to be totally and effectively taught in ELF context. These materials tend to teach the way NSs' success in conveying the message through uttering – using the 'suprasegmental system (stress, rhythm, and intonation)'; she claims that the suprasegmental' contribution outweigh the one by the segmentals (sounds) to NSs intelligibility.

In order to teach interlanguage speakers, which is her main consideration, pronunciation that can promote intelligibility; then there should be a balance between the segmentals and suprasegmentals. She mentions the three areas of productive focus in teaching pronunciation that are salient to intelligibility in EIL, they are "certain segmentals, nuclear stress (the main stress in a word group), and the effective use of articulatory setting".

In terms of segmentals, Jenkins mentions that emphasis should be given in teaching correct production of English 'core' sounds – this may become the tendency of NNSs' deviation (which is varies

based on their L1). In addition, non-core sounds can also be taught which in general are 'vowel quality' and to the consonants /T/ and /°/ - the majority of world's languages do not have them.

The next emphasis is teaching nuclear stress. Jenkins' justification is that there is tendency that EIL learners are generally trained to focus on their 'receptive' goals within a short period; little time allocated to exercise their 'productive' ability. Therefore, EIL learners tend to have limited ability to perform what English fluent speakers usually are able to do – moving nuclear stress from its common position; the aim is to highlight 'extra' meanings.

Jenkins claims that by doing frequent exercises in giving appropriate 'nuclear stress' and producing core sounds that do not deviate too far, EIL speakers are able to avoid potential 'disastrous' for EIL talk.

The last emphasis is 'articulatory setting'. Trying to improve EIL learners' ability in articulatory setting can promote learners' core sounds-production and their ability to manipulate core sounds to generate nuclear stress.

Those three phonological areas above are claimed by Jenkins to be useful and beneficial for teaching pronunciation to EIL learners. Moreover, Jenkins(1998) advocates that EIL should pay more attention to NNSs local norms, than to NSs norms - which she believes to have 'no threat to intelligibility' for other NNS receivers. Such NSs norms are at least in areas: 'word stress', even to formulate reliable rules is not easy – therefore it is not easily learnt; 'features of connected speech' – particularly weak forms, Jenkins notes that lack of weak forms only gives impact to NSs – unlikely to other NNSs; the last are is rhythm, Jenkins argues that stress-timing in English does not need to be done rigidly.

Jenkins (2007) in Deterding (2010) display what 'features of pronunciation' that do not need to be taught, namely "dental fricatives, final consonant clusters, vowel quality (apart from the midcentral vowel), reduced vowels in unstressed syllables, stress-based rhythm, and the pitch movements associated with intonation" (pp 5-6).

In relation to pronunciation pedagogy, Deterding (2010) states the proposals for ELF-based teaching in China, he finds out that the teachers are attracted to it because it is 'practical', 'achievable', and 'fun'. However, he reminds of possible alert in terms of prioritising which pronunciation features are more important. Moreover Nikbakht (2010) states current pronunciation teaching with 'interdisciplinary' approach connecting to 'sociopsychological' issues.

Shibata, Taniguchi and Date (2015) propose interactive treatment to make the teaching of pronunciation becomes more attractive by using hand gestures to demonstrate tonicity accompanied with power point slides projecting the 'location' and 'movement' of the 'nuclear tones'.

2.2 *Misunderstanding among ELF speakers*

House (1999) conducts a review of the literature on misunderstanding in ELF communication. Her small empirical study shows that its hypothesis is not true; that 'differences in interactants' pragmatic-cultural norms' does not cause misunderstanding in ELF talk. Seidlhofer (2001) asserts that House' main aim is to emphasise the importance of NNSs' pragmatics skills in communicating in English.

House (1999) summarises that some of the articles about misunderstanding reviewed tend to describe the following characteristics of ELF talk. First, that ELF talk is short; the reason is that conversation participants feel 'insecure' about their choice of the appropriate norms. It seems that they have no choice but to involve in attempts to adjust their talk.

The other characteristic, which House believes more salient, is that participants in ELF talk tend to adopt a 'Let-it-Pass' principle – they do not have to understand the whole messages that are intended to be conveyed, they only prioritise 'sufficient' understanding which is enough for their current goal of the chat. Explicit efforts to clarify ambiguous utterances seem to be rarely conducted. She points out that this behaviour can conceal the possible sources of misunderstanding. If ELF participants are asked to exchange the exact meaning of the intended message, then House believes this activities can break the commonly taken-for-granted- believed that there is 'mutual intelligibility' in ELF talk. Adding House's 'Let-it-Pass' principle, Jenkins, Cogo and Dewey (2011) mention that 'making it normal' strategies also takes place forming 'mutual cooperation' in communication among ELF with less consideration on being correct.

The possible cause of 'misunderstanding' in ELF talk is clearified by House (1999) that is 'knowledge frames and interactional norms' of their L1 culture. Moreover, According to her, communication between participants with different cultural background, misunderstanding can be considered as inherent and become an integrated part – inseparable from the communication. Moreover, she acknowledges that the other feature is the tendency that ELF interactants prefer to 'waffle' – trying to convey their intended message by uttering 'too many words'. They feel insecure to chat with more fluent interactants, especially with NSs; they feel that their proficiency is lacking. By being accompanied with other NNSs with 'equal' ability, they have less feeling of being intimidated. In relation to this reality, House claims that the source is ELF interactants' lack of 'discourse attuning' or in her term 'pragmatic fluency'.

The third feature is that ELF interactants' turn-taking management tend to be not efficient – their ability to acknowledge clear transition points seem

lacking and also no clear job description of how to play role as a addresser or addressee. The result is lack of 'mutual responsibility' as conversations participants. Not understanding of the whole messages that is emphasised but merely to get sufficient understanding is considered adequate.

In terms of 'awareness', Deterding (2010) describes this is central to successful accommodation, that in class activities do no limit itself on NS idioms rather dealing with varies idioms from ESL as well as EFL or ELF countries. Moreover Jenkins, Cogo and Dewey (2011) mention that ELF speakers in their interactions employ varied linguistic features, the purpose is relating to 'cultural identity' and 'solidarity' as well as 'humour' and not to promote understanding among interlocutors.

2.3 ELT with ELF Teachable and Learnable Approach

Jenkins (1998) tries to prompt several reminders to the importance of placing pronunciation at more proper place in English language teaching – not marginalized like in common English teaching curriculum. However, Jenkins, Cogo, and Dewey (2011) postulate that teaching pronunciation with accommodation skills involves considerably more work. Moreover, Deterding (2010) adds that the other rationale is that huge materials are already made available in native-speaker ones.

There are three phonological areas, namely segmentals, nuclear stress (the main stress in a word group), and the effective use of articulatory setting which are claimed by Jenkins (1998) to be useful and beneficial for teaching pronunciation to EIL learners. The rationale is that they are 'teachable' and also 'learnable'. They are different from most other phonological areas which have complex exceptions and 'fine distinction' – thus not easily learnable and do not have advantaging impact for most EIL contexts. In addition, those three areas proposed by Jenkins can be applied to any learners and contexts.

Additional focus in this paper is pragmatics approach, Jenkins, Cogo and Dewey (2011) exemplify such approach as 'signaling of non-understanding' that is how ELF interlocutors 'respond' and 'negotiate' towards 'non-understanding'. They portray strategies employed i.e. 'repetition', 'clarification', 'paraphrasing' and 'self-repair'. In addition to those strategies, there is a strategy which taking the advantage of NNS characteristics that is 'exploitation of plurilingual resources'. As NNS, they have 'plurilingual resources' which are shared among them.

Jenkins (1998) notes that the implications of her proposal to teacher education are: in terms of a model and a norm, and L2 sociolinguistic variation. For the first she recommends that a native norm, what

NS English is, should not be treated as the teaching aim; it is 'unrealistic'. In teaching EIL, teachers should position NS English as a model – 'points of reference' and guidance. The purpose is to show students, who may be from different L1 background, that they should try not to diverge too far. In macro level, NNS students are encouraged not to move too far apart from each other; this can result in 'international unintelligibility'. While for the teachers, they need to be able to satisfy many of her/his students who are willing to have proficiency which has close proximity with NS norms.

Jenkins, Cogo, and Dewey (2011) clearly depict ELF that those NNS in EFL who 'failed native speakers' do possess excellent communication skill by employing their 'multilingual resources' (not available in 'monolingual' NS) to give more emphasis on 'successful communication' than the state of being 'correct' (native-like).

In relation to being teachable and learnable, Jenkins (1998) points out that it is necessary to set pronunciation goals which are the best for both teaching and learning; emphasis should be given to matters that are universal, realistically teachable and learnable core, and based on the native model. This is in line with Shibata, Taniguchi and Date (2015) who claim that in Japan 'tonicity' is 'teachable' and 'learnable', further work needs to be carried on training teachers to do the teaching.

In the practice of teaching and learning, Gilakjani (2012) suggests that it is needed active participation from both the teacher and learner by setting 'individual teaching' and 'learning goals', by integrating class communication with the course content which promote 'meaningful pronunciation practice'. He suggests that "With this in mind, the teacher must then set obtainable aims that are applicable and suitable for the communication needs of the learner. The learner must also become part of the learning process, actively involved in their own learning." (p. 127).

3 METHOD

The method used in the present study was quantitative approach making use of pre-experimental research design because there was one group taking place to learn pronunciation using NS of English pronunciation model. Due to the existence of one group and the comparison of two data (pre-test and post-test), the test result of both data were analyzed using dependent sample t-test because it compares the same group by doing the test twice, pre-test before the treatment and post test after the treatment.

3.1 Participants, materials, and treatment condition

The participants who became the subject of this study were the students of Universitas Kanjuruhan,

Malang, Indonesia in English Education Department at semester three. They had English pronunciation class once a week and had pre-test before the treatment and it lasted for six weeks before doing the post-test.

The materials used for treatment were taken from three different video files of youtube. The first reference was accessed from A-bit Dotty (2014). This was a compilation of BBC learning English's well-known pronunciation clips. It included all the sounds found in 'British English' with a basic explanation which was very helpful for beginners. The second one was from Academic Skills, The University of Melbourne (2015). It dealt with stress patterns providing examples and exercise pertaining to word stress used for academic studies from different number of syllables in order to increase English fluency. The last one was accessed from JenniferESL (2017). It dealt with falling intonation in statements and wh-questions, rising intonation with yes/no questions, and fall-rise intonation to express hesitancy and in polite speech.

The rationale behind choosing these three different sources of videos was that, firstly, NNS of English could watch and repeat the sounds after NS demonstration from the video easily. So, these videos were considered to be learnable and teachable as a model to NNS in order to decrease their pronunciation deviation. Secondly, the videos could be accessed and downloaded freely, and thirdly, the lips movement was shown clearly to be a NS of English model.

NNS of English got treatment based on the materials we chose from videos and the activities were done as seen on Table 1.

Table 1. Treatment condition based on the materials chosen

Meetings	Activities	Researcher	Learners
1	Administering pre-test	Create the test of pronunciation	Do the test
2	Giving treatment of vowels and double vowels	Demonstrate and give examples of vowel and double vowel sounds	Produce the sounds as accepted as possible
3	Giving treatment of consonants	Demonstrate and give examples of consonants sounds	Produce the sounds as accepted as possible
4	Giving treatment of word stress	Demonstrate and give examples of word stress	Produce the sounds as accepted as possible
5	Giving treatment of intonation	Demonstrate and give examples of intonation	Produce the sounds as accepted as possible
6	Administering post-test	Create the test of pronunciation	Do the test

3.2 Instruments

The instrument used in this study was pronunciation test. The test consisted of 20 question and answer items. This test measured the participants' pronunciation including *sound* which covers vowels, diphthongs, and consonants, *stress* which included primary and secondary stress for two-syllables and more than two syllables, and *intonation* which covered rising, falling, and sustain or rise-fall and fall-rise.

In terms of sounds, it included 40 items that cover the most difficult sounds for NNS such as $/ \theta /$ and $/ ð /$, $/ \int /$ and $/ ʒ /$, $/ t\int /$ and $/ dʒ /$, and $/ ɜ: /$ and $/ ə /$ because they were so distinctive and hard to utter. In terms of stress, it included primary and secondary stress for two-syllables and more than two syllables which created difficulty for NNS because they were not found in their mother tongue (L1) language. In terms of intonation, it referred to pitch variation in the voice such as falling, rising, dipping (fall-rise), and peaking (rise-fall). This test was categorized as producing sound and the sound they produced were recorded and therefore it was said to be valid in terms of pronunciation test since it really measured what learners' supposed to be measured.

3.3 Data Collection and Analysis

The data were collected from the students' pronunciation test and the students' performance were recorded using their android-based mobile phone. The recordings were collected and transcribed. It's aimed at making raters able to listen to the participants' performance at a later time after the test was completed. Next, the result of the transcription was scored using Deviation and Non-Deviation or True-False of the sound, stress, and intonation production made by NNS. The score of sound (54 items), stress (35 items), and intonation (40 items) was then converted into 0 to 100 band score by dividing the Total Score from Maximum Score and multiplied by 100.

$$Score: \frac{Total\ Score}{Maximum\ Scoc} \times 100.$$

The pre-test and post-test scores were then stored in SPSS and analysed using dependent sample t-test since it compared one group performance twice or within-group comparison.

4 RESULT AND DISCUSSION

4.1 *Result*

The result of the present study was divided into two parts based on the research questions. The first part was the result of NNS of English pre-test and post-test on pronunciation including sound, stress, and intonation. Table 2 showed the result of the statistical analysis for *sound, stress,* and *intonation*, and Figure 1 showed the mean difference summary of NNS of English learners' pronunciation test used in this study. The result of both Table 2 and Figure 2 is elaborated as follows.

In terms of *sound*, it revealed that the paired sample t-test difference between pre-test and post-test were statistically significant at .05 significance level or 95% confidence because the probability (*p*) due to chance (.000) was lower than *alpha* level (.05), (*p* < *α* ; .020 < .05) and therefore, the null hypothesis was rejected. The mean of post-test was greater than the mean of pre-test (73.63 > 60.90) which means that using NS English sound model could perform better production on pronunciation, in terms of *sound*, than before using the model. In this case, NNS of English learners was able to adapt and adopt the intelligible pronunciation even though there were still few deviations after the treatment, namely, to distinguish between sounds / θ / and / t / as in the words 'cloth' which was still pronounced /kləʊ**t**/ instead of /klɒ**θ**/, the word "toothache" is pronounced /ˈtu:**t**eɪtʃ/ instead of /ˈtu:**θ**.eɪk/, the word "health" is pronounced /hel**t**/ instead of /hel**θ**/ and so forth.

Table 2. Pronunciation score comparisons of Pre-test and Post-test of NNS of English learner

No.	Variable	Group	N	Mean	Std. Deviation	t	Sig.*
1.	Sound	Pre-test	32	60.90	13.73	-11.881	.000
		Post-test	32	73.63	10.30		
2.	Stress	Pre-test	32	77.23	6.55	-10.345	.000
		Post-test	32	86.07	5.66		
3.	Intonation	Pre-test	32	84.77	3.44	-19.287	.000
		Post-test	32	92.27	3.38		

* Significant was set at .05 level.

With respect to *stress,* it revealed that the paired sample t-test difference between pre-test and post-test were statistically significant at .05 significance level or 95% confidence because the probability (*p*) due to chance (.000) was lower than *alpha* level (.05), (*p* < *α* ; .000 < .05) and therefore, the null hypothesis was rejected. The mean of post-test was higher than the mean of pre-test (86.07 > 77.23) which means that using NS English stress pattern could perform better production on pronunciation, in terms of *stress*, than before using the model. NS' stress obviously affected NNS' pronunciation after learning from such stress patterns as two syllables, (●● ; ●●) in service /ˈsɜ:.vɪs/ and refresh /rɪˈfreʃ/, three syllables (●●● ; ●●●;) in handkerchief /ˈhæŋ.kə.tʃi:f/ and collision /kəˈlɪʒ. ə n/, four sylla-

bles (●●●● ; ●●●●) in identify /aɪˈden.tɪ.faɪ/ and literature /ˈlɪt. ə r.ɪ.tʃə r / and the like. So, the stress patterns could be said to be both learnable and teachable to NNS of English learners.
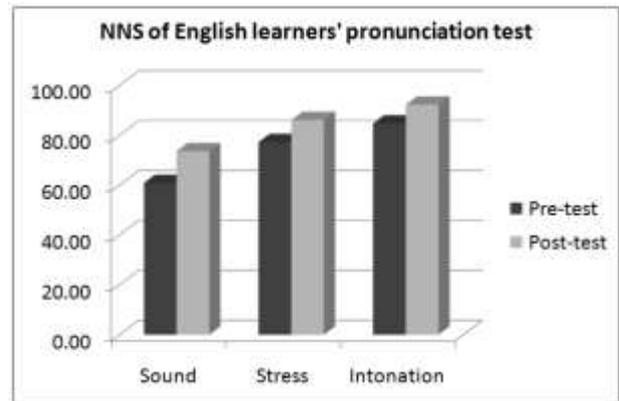
Figure 1. The mean difference summary of NNS of English learners' pronunciation test.

In relation to *intonation,* it revealed that the paired sample t-test difference between pre-test and post-test were statistically significant at .05 significance level or 95% confidence because the probability (*p*) due to chance (.000) was lower than *alpha* level (.05), (*p* < *α* ; .000 < .05) and therefore, the null hypothesis was rejected. The mean of post-test was greater than the mean of pre-test (92.27 > 84.77) which means that using NS English intonation pattern could perform better production on pronunciation, in terms of *intonation*, than before using the model. NNS of English *intonation* decreased their deviation from the result of post test in comparison to their pre-test and it lead them to decrease their misunderstanding in question and answer as well.

The second part of the research finding was the extent to which pronunciation was gained pertaining to ELF development learned by NNS of English. This data were obtained from the test of each domain of pronunciation. From the result of the present study, NNS of English learners created more pronunciation deviation in terms of *intonation* than the other variables, *sound* and *stress*. It could be seen clearly from Figures 2a, 2b, and 2c. The only falling intonation that made NNS deviate more as they were accustomed to asking questions using rising intonation in their mother tongue (L1) language which was different from English intonation pattern. In general, questions initiated from Yes/No question mostly have rising intonation, but from Wh-questions have falling intonation. However, NNS of English were still influenced by their mother tongue language.

Exploring further to the result of *Sound* including vowels, diphthongs, and consonants, it revealed that the paired sample t-test difference between pre-test and post-test were statistically significant at .05 significance level or 95% confidence because the probability (*p*) due to chance (.000) was lower than *alpha* level (.05), (*p* < *α* ; .000 < .05) and therefore, the null hypothesis was rejected. As seen on Table 3

that the mean of post-test of vowels, diphthongs, and consonants was greater than the mean of their pre-test (Vowels, 85.73 > 77.93), (Diphthongs, 81.47 > 67.41), and (Consonants, 79.43 > 71.09). It means that NNS of English created less deviation on English sounds in all domains including vowels, diphthongs, and consonants. The extent to these improvements as depicted from Figure 2a was that NNS increased steadily for vowels (85.73 - 77.93 = 7.81), for diphthongs (81.47 - 67.41 = 14.06), and for consonants (79.43 - 71.09 = 8.33).

Table 3. The mean difference of *Sound* on NNS of English

No.	Variable	Group	N	Mean	Std. Deviation	t	Sig.*
1.	Vowels	Pre-test	32	77.93	10.53	-5.805	.000
		Post-test	32	85.74	6.96		
2.	Diphthongs	Pre-test	32	67.41	10.41	-9.685	.000
		Post-test	32	81.47	5.08		
3.	Consonants	Pre-test	32	71.09	15.04	-9.089	.000
		Post-test	32	79.43	13.22		

* Significant was set at .05 level.
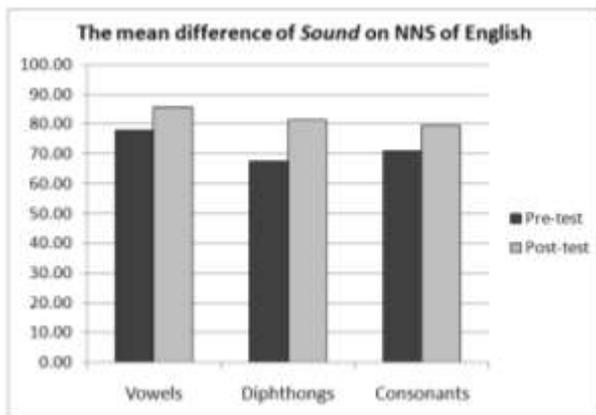
Figure 2a. The mean difference of *Sound* on NNS of English

Next, *Stress* which included investigation on 2 syllables and more than 2 syllables, revealed that the paired sample t-test difference between pre-test and post-test were statistically significant at .05 significance level or 95% confidence because the probability (*p*) due to chance (.000) was lower than *alpha* level (.05), ($p < \alpha$; .000 < .05) and therefore, the null hypothesis was rejected. As seen on Table 4 that the mean of post-test of 2 syllables and more than 2 syllables was greater than the mean of their pre-test (2 Syllables, 86.46 > 76.67), (> 2 Syllables, 71.56 > 67.41). It means that NNS of English also created less deviation on English *Stress* both on 2 Syllables and more than 2 Syllables. The extent to these improvements as depicted from Figure 2b was that NNS increased steadily for 2 Syllables (86.46 - 76.67 = 9.79) and more than 2 Syllables (71.56 - 67.41 = 16.25).

Table 4. The mean difference of *Stress* on NNS of English

No.	Variable	Group	N	Mean	Std. Deviation	t	Sig.*
1.	2 Syllables	Pre-test	32	76.67	9.12	-9.869	.000
		Post-test	32	86.46	8.55		
2.	> 2 Syllables	Pre-test	32	67.41	14.81	-7.588	.000
		Post-test	32	71.56	10.81		

* Significant was set at .05 level.
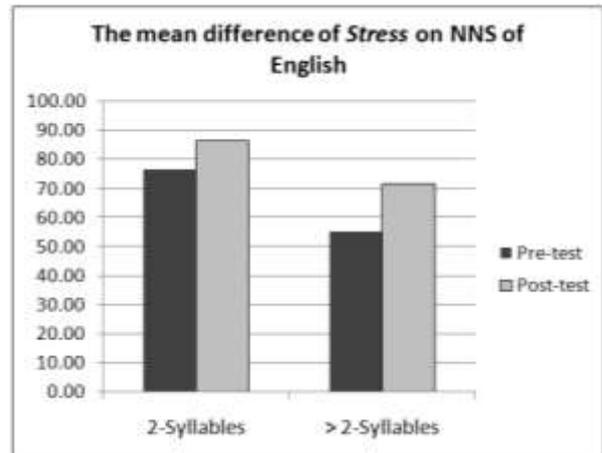
Figure 2b. The mean difference of *stress* on NNS of English

Finally, *Intonation* which included investigation on *Rising*, *Falling*, and *Sustain*, revealed that the paired sample t-test difference between pre-test and post-test were statistically significant at .05 significance level or 95% confidence because the probability (*p*) due to chance (.000) was lower than *alpha* level (.05), ($p < \alpha$; .000 < .05) and therefore, the null hypothesis was rejected. As seen on Table 5 that the mean of post-test of *Rising*, *Falling*, and *Sustain* was greater than the mean of their pre-test (*Rising*, 99.48 > 91.93), (*Falling*, 62.89 > 48.05), and (*Sustain*, 99.69 > 95.16). It means that NNS of English also created less deviation on English *Intonation* for *Rising*, *Falling*, and *Sustain*. The extent to these improvements as depicted from Figure 2c was that NNS increased steadily for *Rising* (99.48 - 91.93 = 7.55), for *Falling* (62.89 - 48.05 = 14.84), and for *Sustain* (99.69 - 95.16 = 4.53).

Table 5. The mean difference of *Intonation* on NNS of English

No.	Variable	Group	N	Mean	Std. Deviation	t	Sig.*
1.	Rising	Pre-test	32	91.93	1.47	-17.311	.000
		Post-test	32	99.48	2.05		
2.	Falling	Pre-test	32	48.05	17.13	-8.186	.000
		Post-test	32	62.89	16.95		
3.	Sustain	Pre-test	32	95.16	.88	-17.311	.000
		Post-test	32	99.69	1.23		

* Significant was set at .05 level.
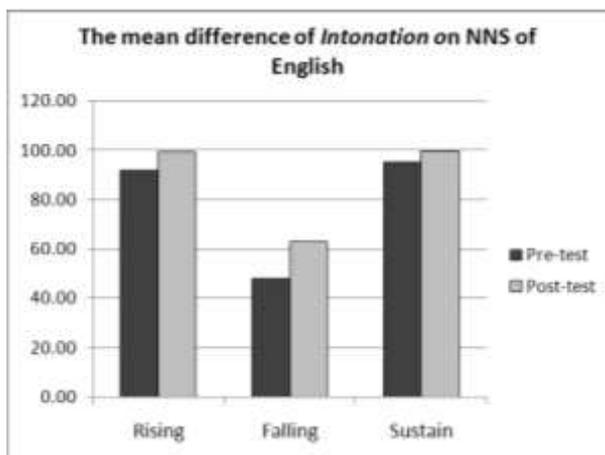
Figure 2c. The mean difference of *Intonation* on NNS of English

4.2 *Discussion*

The present study is aimed at answering two research questions (1) Do NNS of English develop their pronunciation subsequent to utilizing NS of English pronunciation model?, (2) To what extent do NNS of English gain intelligible pronunciation of English as Lingua Franca? To answer the first research question, pre-test and post test were administered before and after the treatment. It was found that there was significant difference on NNS pronunciation performance between before and after treatment. NNS succeeded to improve and eliminated deviation in terms of sound, stress, and intonation since they were provided with video models which are easily observed and repeated based on A-bit Dotty (2014) BBC English demonstration with lips movement to produce sounds in accordance with their places of articulation. Also, they were provided with clear examples, presented by interesting slides to point out the stress pattern as shown by Academic Skills, The University of Melbourne (2015) make NNS possess clear direction where to practice demonstrating the stress pattern with ease from the model. With respect to intonation, JenniferESL (2017) associated with gestures and hands movement followed by tones that make NNS perceive intonation pattern better than only simply to repeat the sentence pattern.

Despite the need of pronunciation to promote mutual intelligibility across distinct culture and dialect background, intelligible English pronunciation can be encouraged through English NS pronunciation video model. This model should be linked to NNS daily communication. Therefore, to successfully incorporate this pronunciation and pragmatics matter, Jenkins (1998) proposes doing training to NNSs so they become aware of tolerance to possible L2 variation. By doing so, teachers and students get suitable attitudes to tolerate those variation. Being not native-like is just a characteristic for being the member of global English users. This is further supported by Shibata, Taniguchi, and Date (2015) who state pos-

sible drawbacks of doing such training, namely lacking teachers' confidence and not yeat available teaching 'guidelines' dealing with 'what and how to teach'. While for pragmatics, House (1999) states characteristics 'ELF interactants': 'ELF talk is short' (feel 'insecure' and just take part in the talk), 'Let-it-Pass' principle ('sufficient' understanding for the current talk), preference to 'waffle' (uttering 'too many words'), and inefficient 'turntaking management' ('unclear transition points' and 'job description') resulting in short of 'mutual responsibitily'.

ELT with EFL approach is a shift in time allotment, as postulated by Deterding (2010) that teaching time allocation is not condensed but the time is better spent to do 'alternative' activities which are more 'productive'. For example time spent on pronunciation drills can be better spent on more 'productive' tasks. His justification is that most learners cannot reach NS pronunciation, and too much drilling can be unbelievably 'demotivating' , 'frustrating' and 'boring'. He proposes alternate approach by developing 'accommodation skills', because it is attainable, 'practical, 'productive' and bring tremendous joy. Moreover, Wach (2011) asserts although native speaker pronunciation is somewhat 'unnecessary' and 'unattainable', for some L2 learners it still is a 'priority'. For teachers, awareness and sensitivity of varieties of choices of 'pronunciation instruction' is valuable to facilitate them in doing adequate preparation.

5 CONCLUSIONS

As far as ELF pronunciation is concerned, Jenkins (1998) postulates three main areas focus:

"certain segmentals, nuclear stress (the main stress in a word group), and the effective use of articulatory setting". While for pragmatics, House (1999) states characteristics 'ELF interactants': 'ELF talk is short' (feel 'insecure' and just take part in the talk), 'Let-it-Pass' principle ('sufficient' understanding for the current talk), preference to 'waffle' (uttering 'too many words'), and inefficient 'turntaking management' ('unclear transition points' and 'job description') resulting in short of 'mutual responsibitily'.

Jenkins, Cogo and Dewey (2011) conclude that ELF main center of attention is on 'miscommunication' and 'the negotiation and resolution' of being unintelligible ('NON-UNDERSTANDING'). They claim that in doing so, EFL interlocutors involve in 'a joint effort' to mutually avoid 'nonunderstanding' among them. NNS also 'constructs identity' by making use of 'resources' attached to certain grup and 'not known' to other group.

Jenkins, Cogo and Dewey (2011) are in line with statement of Deterding (2010) related to 'alternative' activities, they mention that there is growing interest

in determining the features taken place in EFL interaction and growing evidence of the 'fluidity' and 'flexibility' of ELF communication. According to Jenkins, Cogo, and Dewey (2011), features that NNS prefer to do 'code-switch' in 'promoting solidarity' and 'projecting cultural identity', in addition they also 'accommodate' vast L1 backgrounds interlocutors which may result in 'error' in native-like domain.

House (1999) claims further that NNSs are lacking 'introductory lubricating element' that the interactants are not capable to do the appropriate commonly-used-way to acknowledge the closing of the talk. In conversation between NSs as well as advanced NNSs, usually the participants prefer to choose the most friendly and polite way in trying to end their chat.

According to Gilakjani (2012), positioning as a 'speech coach' is much preferable than being a checker for correct pronunciation which in the long run will encourage students to improve further. By doing so, learners with own 'unique aims' can manage to do pronunciation learning better.

Relating to the application, Deterding (2010) reveals assessment implementation problem. According to him, a fixed target is not yet available, especially what pronunciation features need to be emphasised. Above all, he succinctly gives better solution by considering the intelligibility of speakers in possible global context that those of being native like correctness.

To sum up, Shibata, Taniguchi and Date (2015) believe that elements of intonation is worthwhile in determining meaning and this becomes the lack of proficiency amongst 'foreign learners of English'. Deterding (2010) adds that accommodating listeners need is also worthwhile, and it is 'practical', 'attainable', and 'fun' to teach 'accomodation skills'. The main aim is to be understood in 'global village'. Last but not least, he portrays current presentation using recordings from speakers worldwide, by this then global familiarity of different ways in speaking can be achieved.

ELT needs to adapt ELF approach to the teaching and learning process and adopt ELF emphasis more on understanding and successful communication. ELF interlocutors need to be aware and sensitive to mutually interact and cooperate in order not to deviate too far from the shared norms of being globally understood. Failing to do so can impede understanding and end up in communication problem even breakdown.

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